



Lady Lumley's School

Careers Guidance Policy

Approver: Local Governing Committee
Review Cycle: Annual

| Revision History | | | |
|------------------|---------|--|---|
| Date | Version | Short Description of Changes | Approved by: |
| July 24 | 1.1 | Updates following Government's careers strategy published January 2023 | awaiting ratification by LGC September 2024 |
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Lady Lumley's School Careers Guidance Policy

What is Careers Guidance?

The Government's careers strategy, published in January 2023, sets out a long-term plan to build a world class careers system that will help young people choose the career that is right for them.

At Lady Lumley's School we want:

- all young people to understand the full range of opportunities available to them.
- all young people in secondary school and college to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience.
- everyone to get support tailored to their circumstances.
- everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.
- to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace where appropriate.

Purpose of Careers Guidance

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Lady Lumley's School has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our expectations are high, including for our most vulnerable students and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning and that employers value. This will help every young person to realise their potential and enhance their employability. To achieve this aim, we will use the Gatsby Charitable Foundation's Benchmarks to help develop and improve every students' careers provision.

Requirements and Expectations

At Lady Lumley's School we aim to ensure that all our students are prepared to make well-informed decisions about their future career progression, employment, training, or further education. We have a statutory duty to ensure that pupils are provided with independent careers guidance from year 8 to year 13. We will also ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. We will also fulfil our moral duty to best prepare our year 7 students for such CEIAG choices. This is in accordance with the provider access legislation (also known as the 'Baker Clause').

Statutory Responsibilities of the Governing Body

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12–13-year-olds) to year 13 (17-18 year olds).

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The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education, or work option.
- includes information on the range of education or training options, including apprenticeships and technical education routes.
- is guidance that the person giving it considers will promote the best interests of the student to whom it is given.

Duty to participate in education or training after 16

The Government raised the participation age (RPA) so that all young people in England are required to continue in education or training beyond the age of 16. Young people who left Year 11 in summer 2013 are expected to remain in education or training for a further year after the compulsory school leaving age and students starting Year 11 or below in September 2013 will need to continue until their 18th birthday.

The school recognises that young people need to be clear about the duty and what it means for them. Students must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider.
- An apprenticeship, traineeship or supported internship.
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

Working with the Local Authority

The Education Act 2011 and the new statutory guidance require us as a school to work with North Yorkshire local authority to provide data on our students' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey. We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Careers Guidance Provision

Good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils' horizons, challenges stereotypes, and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. Our primary focus at Lady Lumley's School is to ensure that all our learners are prepared to make well-informed decisions

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about their future career progression, employment, training, or further education. This is achieved through a robust careers curriculum.

Careers Delivery and Content

This is delivered through the taught Life curriculum, including Leadership Award (Y7) and Futures (Y9), as well as non-timetabled events.

Year 7:

- Life – Introduction to Finance unit – links to employment and world of work.
- Leadership Award – Exploring ‘soft’ skills required to show leadership.

Year 8:

- Life - Introduction to Careers unit
- Scarborough Science and Engineering Week – Run by York and North Yorkshire Careers Hub (YNYCH) and attended by Year 8 students allowing them to meet and interact with over 20 STEM employers/providers face to face. Pre-event presentation by YNYCH team-member.

Year 9:

- Options process: During the options process students are given information about subjects which may be suitable for certain careers, including discussions in tutor, assemblies and attending Options Evening.
- Futures Lessons – explore qualities, skills and pathways needed post-16.
- Talk from CU Scarborough linked to Finance.
- Supporting Success Evenings.

Year 10:

- Opportunity Knocks Careers Fair. Run in collaboration with YNYCH, our students will meet local employers and FE providers face to face.
- Careers Interviews with careers advisor.
- Apprenticeship information assembly – YNYCH
- Life – Careers lessons and information about post-16.
- Use of Unifrog in tutors to upskill and research up to date labour market information.
- Mock Interviews with local employers – in collaboration by YNYCH.
- Supporting Success Evenings.

Year 11:

- Careers Interviews with careers advisor.
- Apprenticeship support for specific students – using local provision E.g., Derwent Training.
- Local Enterprise Partnership (LEP).
- Life – Chance for students to apply for post-16 opportunities.
- Unifrog.
- Supporting Success Evenings.

Year 12 + 13:

- National Apprenticeship Show.
- Opportunity Knocks – Allowing students to meet potential employers or HE providers.
- Life curriculum focusing on post-18 options and UCAS process.
- Talks by visiting employers.
- Work Experience week (Y12)

Employer Engagement

We also organise a range of careers-based talks and assemblies. We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. This includes:

- Workplace visits and work experience (Y12) placements
- Work ‘taster’ events such as games and competitions
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews.

We endeavour to utilise the skills and knowledge of ex-students, staff, parents, and the local community to inspire and raise the aspirations of all students.

GCSE English and Mathematics

Lady Lumley’s School will make it clear to students that if they do not achieve a grade 4 or better in GCSE Maths and English by the end of key stage 4 they will be required to continue working towards this aim as part of their 16-19 study programme. This is a requirement to receive government funding. This is because of the vital importance and powerful labour market value of a good GCSE in maths and English.

STEM (science, technology, engineering, and maths)

We work to ensure that students understand that a wide range of career choices require good knowledge of maths and the sciences. We aim to expose students to a diverse selection of professionals from varying occupations, which require STEM subjects, and emphasise the opportunities created for girls and boys who choose science subjects at school and college. We recognise that there is a need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.

Careers Education, Information, Advice and Guidance (CEIAG)

We employ a qualified and experienced Careers Adviser and in addition students are given the opportunity to explore career ideas through face-to-face discussions with a range of people including role models and inspiring individuals, alumni from universities and colleges and mentors and coaches. Students are therefore able to request impartial careers information. During a careers interview, all

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students are helped to develop a careers action plan. Those most at risk of becoming NEET (not in employment, education or training), and the reasons why are identified, targeted and prioritised when scheduling one to one careers interview. Student views are sought on the best way to offer provision.

Lady Lumley’s School will also work with The Careers & Enterprise Company to identify an Enterprise Adviser appropriate for the school. An Enterprise Adviser is an experienced business volunteer who can support the school to connect to the labour market.

Meeting the Gatsby Benchmarks

We deliver a Careers programme, which reflects the recommendations of the Gatsby report and the Good Career Guidance Benchmarks:

- ‘Good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them.’
- ‘Every young person needs high-quality career guidance to make informed decisions about their future.’

The Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

Careers Guidance Leadership and Management Team

| Team | Name |
|--|--|
| Nominated governor with responsibility for oversight of Careers Guidance | Robert Blundell |
| Senior Leadership lead | Sarah Thompson |
| Curriculum Leader – Personal Development <ul style="list-style-type: none"> • Independent Careers Advisor • Enterprise Coordinator | Martin Heeley Anne Lowe Rachael Medley |

The Careers Guidance leadership and management team are responsible for:

- The Careers Guidance action plan developed each year and which is linked to the school improvement plan.
- Careers Guidance Training needs analysis and keeping a record of training.
- The Careers Guidance budget allocation and management.

- The management and co-ordination of the various aspects of Careers Guidance.
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of student needs and abilities.
- Enabling students to have access to career resources and drop-in careers sessions, and a careers section on the school’s website.
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities (ref: Child Protection policy, Staff Behaviour Policy, North Yorkshire Safeguarding audit, North Yorkshire Guidance for Educational Visits).
- Assessment, Monitoring and Evaluation of the Careers Guidance provision.
- Liaison with parents/carers and partners (e.g., commissioned IAG providers, local learning providers, Local Authority, local Employers and business community, NYBEP).
- Updating the school’s Careers Guidance policy and information on the school’s website.
- Providing an annual report to the governing body on Careers Guidance.

Monitoring of Careers Guidance Provision

Provision is monitored through a range of processes including.

- Careers activity observations (for example lessons, individual careers interviews, career guidance activities/events, work experience).
- Scrutiny of sample careers interview action plans.
- Feedback discussions with focus groups of students, parents/carers, staff, employer representatives.
- Use of student surveys including the North Yorkshire Growing Up in North Yorkshire survey.
- Annual audit of Careers Guidance.

Equalities

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Evaluating the effectiveness of our Careers Guidance

Activities that form the CEIAG programme are evaluated on a termly and annual basis, and information is used to inform planning for the next year. Staff, students and employers provide feedback, gathered through evaluation forms and discussion. We will use data gathered from the Compass Survey, alongside the Growing Up in North Yorkshire Survey to also help inform our effectiveness.

We will know we have been successful when we maintain/have higher numbers of students progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. We will aim to close the gap in destinations between young people from disadvantaged backgrounds and others.

We use the Destination Measures data, published by the Department for Education, to assess how successfully their students make the transition into the next stage of education or training, or into

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employment and data provided to us by North Yorkshire Local Authority e.g. Year 11 Leavers destinations.

This policy is reviewed annually.

Date of policy review September 2024

Next Policy review date September 2025

References

DfE (2023) Careers guidance and access for education and training providers

[Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

DfE (2017) Careers strategy: making the most of everyone's skills and talents

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

CDI (2013) The ACEG Framework for Careers and Work-related Education: A practical guide

<http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>

DfE (2013b) Careers: Inspiration Vision Statement

<https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

DfE (2014b) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf

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DfE (2013a) The Equality Act 2010: Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269341/Equality_Act_2010_-_advice.pdf

DfE (2018) Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

Ofsted (2013) Going in the Right Direction? Careers guidance in schools from September 2012

<http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>

STEMNET: Top 10 Employability Skills

<https://www.stem.org.uk/resources/elibrary/resource/418157/top-ten-employability-skills>

Careers Guidance Materials can be found on the school website under the Careers Education Policy or access through the Statutory Information section – (Pupils > Careers and Guidance / Curriculum > Personal Development > Careers) on [Lady Lumley's School - Home \(coastandvale.academy\)](https://www.coastandvale.academy)

North Yorkshire Safeguarding Materials can be found on North Yorkshire cypsinfosite

Safeguarding audit <https://cyps.northyorks.gov.uk/safeguarding-children-board>

Child Protection Policy and Safer Working Practices/Staff Behaviour Policy can be found on the school website [Lady Lumley's School - Home \(coastandvale.academy\)](https://www.coastandvale.academy)

Learning beyond the Classroom <https://cyps.northyorks.gov.uk/visits>

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